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# IOWA LIBRARY QUARTERLY

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Office—State Historical Building, Des Moines

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. . . we are beginning to learn that unity is as much a law of life as selfish struggle, and love a more vital force than avarice or lust of power or place. A Wandering Carpenter knew it, and taught it twenty centuries ago.

From **Under My Elm**, by David Grayson

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## IOWA LIBRARIES THROUGHOUT THE CENTURY

by
Alice B. Story,
Librarian Cedar Rapids Public Library

Good morning, Mr. Liber. I'm Robert, you know the boy who telephoned to see if you would give me an interview.

Mr. L. Come right in, Robert. I'm glad to see you. It isn't often nowadays that young folk want to talk to old people like me.

Robert (looking around the room in awe). My, what a lot of books—Have you read all of these?

Mr. L. Most of them — and some many times. I can't do much now, but read, but when I was working, I didn't have enough time. A good book, you know, is always worth re-reading.

Robert. I like books, too, and that is why I chose Iowa libraries for my Centennial talk at school. Dad thought you could help me out. I'd like to know about the earliest libraries, and how libraries are supported, and about libraries for people in the country and the small towns.

Mr. L. I should be able to help you for I was a librarian in Iowa for sixty years, and I've watched library progress. It's been slow, Robert. Seems like in the early days, people were too busy pioneering to read—working from early dawn till late at night—too far apart to have a community library and no money for books, either.

Robert. I know, for I've heard my grandfather talk about it. He said his folks on the farm had the Bible and McGuffey's to read, but not much else. But, wasn't there any library at all 100 years ago?

Mr. L. Yes, Robert, there was and I'll tell you about that. Our early legislators were dreamers, men of vision who saw beyond man's physical needs. Our first territorial governor, Robert Lucas, secured a federal grant of $5000 to provide books for the use of our territorial officers. At least he would see that the men directing the state were well-read.

Robert. Some one gave a talk on Robert Lucas in class and said he was an Indian fighter, an officer in the U. S. army, and governor of Ohio, but he didn't say anything about the library he started.

Mr. L. Governor Lucas in his first inaugural address at Burlington in 1838 announced that he had selected the books for a territorial library with the help of several literary friends.

Robert. You mentioned $5000 being appropriated. How many books did they buy?

Mr. L. Almost 1600, if my memory serves me correctly.

Robert. I s'pose they were all books on law—or wars, maybe, since he was a fighter.

Mr. L. No, the books covered many fields, and only about 400 of them were on law and jurisprudence. You see he had the help of literary men in the East in the selection and there were many volumes of poetry, history, science, religion and biography. Our country was new so the books selected dealt mostly with the American scene.

Robert. Weren't there any books of fiction?

Mr. L. Just Sir Walter Scott's romances, and Pilgrim's Progress. But they must have felt the Iowa farmer legislators needed lots of poetry for there were many volumes of these.

Robert. Can't say I care much about poetry. Did they have a librarian?

Mr. L. Yes, Lucas's secretary, Theodore Parvin, had charge of the books. He was chosen because he loved books and had worked in an Ohio library. Some think he had a great deal to do with the selection. For his work as librarian, he was paid $200 a year. The Iowa Masonic library on 1st ave. stands as a lasting monument to Parvin's interest in libraries.

Robert. What became of the books?

Mr. L. When the capitol was moved to Des Moines these books were taken there to form the nucleus of a state library. However, many

had been carried away, and some were lost in the transfer to Des Moines.

Robert. Did the general public also borrow these books?

Mr. L. No, they were only for the legislators.

Robert. I should think the people in towns would have wanted books and started libraries.

Mr. L. There were a few scattered attempts to form library associations. As early as 1836, two years before our first territorial assembly—the Dubuque paper called a meeting of the citizens for the purpose of forming a subscription library, but no report was ever given about the meeting and that's all we know.

Robert. Probably there was too much interest in other things—business, government, and eking out a living to pay much attention to books.

Mr. L. Undoubtedly that is the way it was. But back as far as 1839, there was library legislation. The inhabitants of any city, town, village, or neighborhood in the territory were authorized to assemble for the purpose of holding a library election whenever the community had subscribed $100 for a public library.

Robert. Gee, I'd think every town could raise $100.

Mr. L. You would think so. But it was 15 years before a library association was formed.

Robert. Where is our oldest library?

Mr. L. At Fairfield. In 1853, the citizens formed a subscription library.

Robert (interrupting). A subscription library, or an association library—what is that?

Mr. L. That is where the library funds are raised by private donations and community group donations instead of taxes. We still have many small libraries in Iowa kept up in this fashion. The best way is by taxation. In Cedar Rapids this tax is so small that people generally do not know they are helping support the library. I can't give the exact amount, but it is not over $1 a year per capita.

But, as I was saying, Fairfield is our oldest library, and when it was opened there were around 500 books. Forty years later Carnegie gave the city $40,000 for a library building.

Robert. There are sure a lot of Carnegie libraries.

Mr. L. But this was the first one to be erected west of Alleghany City, Penn. It also was one of the few established without any conditions as to support by the community.

Robert. Was it still a subscription library?

Mr. L. Yes, like all early libraries, it was kept up by dues, contributions, and "pink teas" given by the ladies of the community. Of course people got tired of this, and in 1899 held an election which resulted in making the Fairfield library a tax-supported one.

Robert. Dad thought Davenport was the oldest library.

Mr. L. Davenport was started in the 1850's, but the honor of being the oldest belongs to Fairfield. The library at Davenport had a precarious existence, sometimes opened and sometimes closed, and moved about from one spot to another. There was a period of ten years when it was in charge of an organization of young men known as the Associated Congress.

Robert. When Dad went there, women were running it.

Mr. L. Yes, and they kept it running. And not only that, but since a bequest of $10,000 for a building had been given, they got enough subscriptions to purchase a lot for it. Twenty years later Carnegie gave $75,000 and a new building was erected. This was remodelled twenty-five years ago.

Robert. Do you know how many Carnegie buildings there are in the state?

Mr. L. I looked that up for you, Robert. I have the information right here. The first, at Fairfield, was in 1893. In 1903, there were forty-four public library buildings and three college buildings erected with Carnegie money. In 1913, there were 83 Carnegie libraries in Iowa,

and in 1934, the state had 100 public library buildings erected with Carnegie gifts, representing a total cost of $1,900,000.

Robert. Say, that's one more than we have counties.

Mr. L. Not every county has one. Carnegie laid down conditions for the continuous support of the library which many places did not meet.

Robert. Cedar Rapids is a Carnegie building, isn't it?

Mr. L. Yes, the corner stone of our library was laid in 1906. In 1928, there were only 22 library buildings not built with funds from Carnegie. Des Moines, the largest library in the state has a building built by public taxation.

Robert. Are there any small libraries in the state with a Carnegie building?

Mr. L. Yes, Carnegie gave a gift to Alden in 1928, a town with a population of less than 800.

Robert. Do you know how many libraries there are in Iowa?

Mr. L. This report lists about 300 public libraries, but many of them are operating on very little money.

Robert. Dad says what Iowa needs is fewer local libraries and more branches operated by a central library. He was in a town the other day and saw a library sign. His friend said it was only open 2 or 3 times a week and that he never used it as there wasn't anything there but old books.

I think Iowa should do something. It's a rich state.

Mr. L. Yes, we could well afford better libraries. Many states not as wealthy as Iowa have county or district library service reaching all the people.

Robert. Why, down at our library they had a publicity display on libraries for the Centennial, and it said that 52% of the people of the state do not have public library service. It doesn't seem possible.

Mr. L. That means that half our people are not supporting libraries by taxation. Many of the rural people do take out cards at the city library, paying $1, $2, or $3 for the year and borrowing books the same as the people in the town. Then others borrow from the State Traveling Library. The rural schools buy books for the children, too. Then there are four counties that have contracts between the county board of supervisors and the library boards for book service outside of cities and towns. The many subscription and association libraries are better than none. But these are all make-shift methods. The people in the rural communities and on the farms do not get the information and worth-while recreation they should have through books.

Robert. It doesn't sound fair to me, and kids in the country and small towns sure miss a lot. Why, during Book Week at our library dozens of brand new books were displayed and we can look them over and choose what we want to read through the winter.

Mr. L. Next week is Book Week, isn't it?

Robert. Yes. Say, I've got an idea. We're going to the farm Sunday—big church doings—and I'm going to ask those kids to drop in to the library next week. Maybe the librarian can tell them how they can have a good library.

Mr. L. I'm sure she will. There's a bill to come up this winter before the legislature asking that counties be permitted to establish county libraries when a majority of the people vote for it.

Robert. Surely that bill will go through.

Mr. L. Don't be so sure, Robert. Even though it is only a permissive law—strange, isn't it, that our counties must have permission from the state to start a library, even though only permissive—it will never go through unless the people let their representatives know they want such a law.

You're not old enough to vote, but you can talk to your farm friends, and tell them about this proposed legislation and they might

stir up their fathers and mothers to do something.

Robert. You bet I will do that, Mr. Liber. And thanks a lot for this information. I'm glad I have libraries for my Centennial talk.

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## TEEN-AGE BOOKS

by
**Margaret E. Davidson**
Kendall Young Library, Webster City

Every year a group of leggy youngsters graduates, so to speak, from the children's room to the adult department of the library. And every time it happens we worry a little about what's going to become of them. Are we going to lose them as readers? Is the quality of their reading going to deteriorate? Or are they, we hope, going to grow into the fullest possible enjoyment of reading?

We have reason to worry. They are an important group, still very young, not at all mature, not ready for many of the books in the adult collection. Some of them still have (and probably always will) actual reading difficulties. Some of them are good readers. But they aren't the problem, because although we can **help** them enrich their reading experiences, we won't do them any harm by leaving them alone. It's the average child who needs a good deal of help if his contact with the library is to do him any good.

For one thing, it's difficult to find enough of the right kind of books for the youngest of the adolescent readers. The **Booklist** helps with its list of books suitable for young people, and helps still more by marking with a dagger those which are for the more mature young people. The **Standard Catalog for High School Libraries** is fine if you have access to it. The trouble with a good many lists is that they lump ages 14-20 together as "young people." Of course both 14 and 20 are young, but 20 is in college and 14 is just entering high school and there are precious few books that will suit both of them.

There are also marked differences in taste between the sexes in this age-group. The boys are less mature, and fewer of them want to read anything at all. But those who do are easier (for me, at least) to satisfy. They like, as you know, books about sports, animals, adventures, and war. There are some good books in all these fields—the Tunis sports stories, for instance. There are many more not so satisfactory in quality, and you have to buy pretty carefully to maintain any standards. The horse and dog stories are in endless demand, and actually become a menace when read to the exclusion of everything else. The biggest problem in guiding boys' reading is to keep their love of adventure and laziness of mind from leading them to a steady diet of sports, animal stories, and, ultimately, westerns.

The war books are another matter. Adults have, as you've discovered, pretty well quit reading anything about this war—or this peace. That's one of your problems. But to the adolescent boys (and some of the girls) it's still the big adventure they just missed. Well, the war books weren't written for little boys and girls. Many of them, like Sherrod's **"Tarawa"** spare no horror and in most of them the language is nothing you'd hope to hear on a Sunday School picnic. So are we to steer the young away from them? I say NO. Even children have to know, if possible, what war is like. They ought to find out what it does to men and to men's minds. To be sure they are not old enough to see all this in perspective, and they miss much of what we most want them to see. Adventure is paramount. But the ideas are there, and some of them may take root soon enough to help us avoid another war. So I say—weed out your collection of war books. Keep the best ones (and some of them are extremely well written). Exercise what guidance you can, and let the young people read all they will.

As for the girls, I find them much more trying. They are just as lazy, much more certain they already know everything, and far less frank about anything. LOVE is what they want, and if it's doctors and nurses and

love, it's three times as good. If you let them alone you'll find them reading nothing but Hancock, Seifert, Bailey and Lutz. They mature faster than boys and by the time they reach high school their scorn for a "wholesome" book knows no bounds. There are, to be sure, many exceptions, but they aren't the problem. Where are we to find enough decent **young** love stories to keep them going? There aren't enough, but some recent ones that deserve mention are **"Sandy,"** by Elizabeth Janet Gray, **"A Sea Between,"** by Lavinia R. Davis, **"The Moved Outers,"** by Florence Crannel Means, and, of course, the undisputed champion of the field, **"Seventeenth Summer,"** by Maureen Daly. There's a book they really like because it is an accurate reflection of their lives, their problems, and their dreams. We could use at least a hundred more like it but we don't get them.

Nurse stories are to girls what sports stories are to boys. We supply the demand with Sue Barton, Penny Marsh, and Ann Bartlett. And, except for the early Sue Barton and Penny Marsh books they are pretty poor stuff. But we're practically forced to have them, and they would seem to be less harmful than the adult books with medical background.

Others the girls will nibble at are three collections of short stories: **"Here We Are,"** from **Scholastic, "September to June,"** by Cadigan (a collection of school stories) and **"Chucklebait,"** a collection of humorous stories edited by Margaret Scoggin. And of course girls also like horse stories. There are about six new ones scheduled for publication in the fall of 1946, which ought to help a little.

Girls and boys are alike in one thing. They both want books on manners, personality, and grooming. They are quite reluctant about asking for these, and it's up to us to put them out where they will catch the eye. Here at least we have plenty of good books that we are proud to hand out. Such reliables as **"Smarter and Smoother," "Gentlemen Aren't Sissies," "Personality Plus!,"** and **"Strictly Private."** If you know how faithfully the teen-agers read Elizabeth Woodward's column in the Des Moines Register, you realize how much they really want to know these things.

Girls and boys both show some interest in mysteries too. Most juvenile mysteries are awful duds and some adult mysteries (Rinehart and Seeley, for instance) are absolutely OK for the young. The dangers are two: first that they'll read mysteries and nothing else, and second, that they'll get hold of some of the very-hard-boiled school of detective fiction. Some of the current mysteries are quite beyond the pale. It requires careful buying on our part plus pretty close supervision to keep these two-dollar-dreadfuls away from the sophomores.

In fact, the whole problem of reading for adolescents is, in the small library, very closely linked to the whole problem of literary censorship. The current fashion in adult fiction is close to pornographic and getting closer. Most of us feel, I think, that if our adult patrons wish to read these books it's their own business. At the same time we hesitate to buy them because we don't consider them in any way suitable for the 14-17 year-olds. As long as both groups read from the same shelves we shall have this unhappy problem. We've tried negative methods, like the locked shelf and I think many of us would agree that it just doesn't work. Yet it doesn't seem exactly right for us to censor the reading of adults in order to censor the reading of their children. It's a mean problem and one not likely to be solved soon.

Let's look at some of things we can do to stimulate the right kind of reading among adolescents. Large libraries can afford to have a separate Young People's Room. Even this may not be a wholly satisfactory solution but well-administered it is certainly the best method we've yet discovered. Other libraries have a separate alcove for young people. This is the same principle but easier to achieve, since it requires no separate catalog and no fixed collection. Small libraries, even the smallest, can have a Young Peo-

ple's Shelf. One shelf somewhere with a catchy sign on it. In time the young people get the habit of going there first.

The real solution, no matter what the size of the library, is individual reading guidance. It's the only method that gets consistently good results—in children's work, young people's work, or work with adults. We all know that. We also know that we can't possibly do enough of it—not with the millions of other things we have to do that will never get done anyway. But we have to keep trying. Let's have a shelf and keep it filled with good young people's books. Keep it fresh—take off what isn't moving. Hope that it will catch the customers while you're busy with the janitor, the plumber, the catalog, the woman's club, the irate patron, the book man, the monthly bills, and the book order you should have sent in last month. Now, when you can tear yourself away from all these fascinating projects, get out on the floor and get into the game—you and your staff if you have any.

There are some principles to be followed in working with adolescents, for instance:

Don't look busy and **don't** wear the battle-axe expression. You don't have any time to waste but you'll never get anywhere on this project if you bustle through it as if you were selling nylons at Macy's. It's a leisurely process—choosing a book. If you're going to hurry it, just go away.

Do remember that you were young once. Young and uncertain and too noisy and probably quite a trial to your parents, your teachers, and your librarian. You grew up and so will they. Just remember when you want to kill them that their pain is actually even greater than yours. It's hard to believe but true. You have to treat them as individuals—one at a time.

Don't try consciously to sell them what's good for them. And never dish out a book like a doctor handing out a prescription. We must concentrate first on making reading a pleasurable experience. If we are successful in that, we can gradually make it instructive and broadening. But gradually.

Don't pass out to fifteen-year-olds the books you enjoyed at that age. This generation just hasn't had your advantages or something. They may, and doubtless will, like some of the books you liked at their age. But it won't do for a policy. And **never** say, "Here's a book I just loved when I was your age." It chills the air. You may as well face it. They don't believe you ever **were** their age.

Remember it's what they like—not what you like. You're not going to read the books—they are.

The key to the whole matter is to uncover a spark of interest in anything—airplanes or football or stamps or beetles—anything at all. Then you must find a book to fit that interest. You have to read occasionally and look over pretty carefully the books that are suitable for young people. You can't sell books unless you know books, and you'll have to read some of the kinds of books they like best. You can't read them all, of course, but read a few every year and at least you won't seem so dated.

All of this boils down to exactly what librarians were talking about in the days of John Cotton Dana. To do successful library work you have to know books and you have to know people. Adolescents are just a special group of people for whom you especially need to find the right books. They're fun to work with; more difficult than little children, more responsive than adults. They are a terribly important group because they are in a condition of change and in a period during which they can be influenced. The library's opportunity to influence them for their good and ours is great and must not be neglected.

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**FARM BUREAU READING CONTEST**

The men's and women's reading contest was won by Clay county, with Linn second, Polk third and Union fourth. The boy's and girl's contest was won by Union county with Mills second, Calhoun third and Carroll fourth.

## THE GREATEST LACK

by

**R. J. Blakely**

(continued from October)

However, this is no funeral oration. We've still got a chance and we should use that chance until it is gone and then we should not recognize that it is gone. So—a few words on playing that chance.

First, more than a mere mechanical or social invention is needed for our survival. We need a change in outlook and attitude.

This change, I am convinced, though spiritual in nature, must come mainly through secular education, formal and informal. I do not expect it to originate in organized churches. Protestantism is too divided and too insipid. Catholicism is too militant toward other sects, too deeply aligned with such movements as France's, and too deeply embroiled with the Soviet Union.

And several things keep me from depending on the rise of a new mass millenial religion as our only hope.

No religion today is universal enough to fit the bill. All the great religions have universal implications, but each is restrictive politically. What we need is a religion which is to all the high religion of our day—Christian, Budhist, Mohammedan, Confucian and others and all their fractions—as Christianity was to the welter of sects in the ancient Roman world. I do not see that religion. We haven't time to wait.

Any religion which meets the modern crisis will have to provide for an acceptance of science. All previous mass religious movements have been anti-intellectual.

In the United States particularly things aren't bad enough to provide a seed bed for a millenial religious movement. The dominant American today is a modern Nicodemus. He comes to Christ at night lest he be seen. He leaves sadly because Christ can't meet his conditions. He has not two but two hundred coats. He not only doesn't want to give one hundred and ninety-nine away but he doesn't even want to sell until prices get better. He wants to have the beam in his own eye removed free because he is a fellow Lion and to charge an exhorbitant price for removing the mote in his neighbor's eye because it is precision work. He wants to load down a camel with needles—if they are scarce—and pass into the kingdom of heaven on palm leaves strewn by grateful customers and employees who honor him as a Christian, a boss and a patriot.

The historical fact is that vast religious movements teach a contempt for this world; our current problem arises from our being too much enamored of it; and too dubious of the next. New universal religions grow within the bodies of disintegrating civilizations and stand amid the ruins as the spiritual matrix for the civilizations which come after; we are interested primarily in keeping ours from disintegrating. We want all this and heaven too. Let us not think that we can have it.

Second, in my judgment, the motive which many current thinkers are counting on for salvation—fear of the atomic bomb—may be a reed to bend under us or break and pierce our hands.

In some situations Franklin Roosevelt's dictum that "We have nothing to fear but fear itself" is incorrect. With regard to the control of atomic energy, it is truer that the first thing we have to fear is not being afraid. In Des Moines the other evening, 5000 persons went to see Sharkey the Seal and 500 went to hear Dr. Urey. Certainly there is therapeutic power in fear. Witness the remarkable bill reported by the senate committee on atomic energy. But fear can also paralyze or degrade, bringing to pass that which is dreaded.

Fear of a common enemy can unite peoples against that enemy, as we have experienced. But what happens when you are your own enemy? Unless it is intelligently guided, interpreted and supplemented, fear of atomic war will drive us not into each others' arms but into arms against each other.

Beyond changes in weapons and

technology endures the fact that human beings do not come together merely to live together; they come together in order to work together. It is not necessary to love or even know a person to work with him if you have something to do together. We Americans, for example, have never liked each other. Every great nation or empire has been a project in common. When it lost the dream of that project, it began to fall apart, regardless of loyalties, friendships or pride.

The human race today needs an enterprise which will give it cohesion stronger than differences or dislikes. It must be different from all other political enterprises in history because all others in one way or another have been directed against some human beings.

Feeling the oppressive weight of human wrong and misery and looking at the vast potentialities opened by social cooperation and science, we can see that the world does not lack in things to do. We lack the imaginative drive to do it.

As inadequate as our human kind may be in character or intelligence for the task ahead, I think the greatest lack is in imagination.

Man is adequate to his environment when his reactions equal the problems which he faces. The problems of the modern world appear so impersonal to the emotions and so complex and abstract to the mind that they do not stimulate man's reactions, which are conditioned by his background as an animal or primitive to respond only to vivid personal experience. Thus a man may be cold to the news that 20,000,000 Chinese are starving to death because he is indignant over how skinny the milk man's horse is. The impersonal and the personal, the direct and the indirect, the individual and the social can be bridged and the fabulous energy of thought and feeling harnessed, but only by the most skillful teaching. This is the social equivalent of splitting the atom—the breaking of the field of selfish force which isolates the atomized individual and the release of incredible personal power.

We have already gone far in some ways. Aristotle wanted to limit the state to the number of persons who could know each other and to the area which a man could walk across in a single day. Once a state increases beyond this elementary unit, there is no psychological reason why it should not increase indefinitely provided that communications can be maintained. There is just as much abstraction and symbolism involved in having a state as large as the American union as there would be in a world state. It takes imagination of a kind in order to be nationalistic.

Individuals who are narrowly patriotic are like deep-sea divers. They are adjusted to the pressures of their environment—the divers to the weight of the water, the patriots to the atmosphere of danger from other nations. When the diver and the patriot are raised above the pressures, it isn't enough in either case merely to remove external equipment, such as the helmet or the national state. Internal adjustments have to be made also, else they will burst.

Judging from the American serviceman's behavior in foreign lands, I would say that two of the internal pressures which must be altered in our ascent to world government are our incuriousness toward other peoples and our contempt for that which is different from what we know. Since we consider what we have as incomparably the best, there is no real point in learning about anything else; and for that reason, that which is different is considered inferior.

In conclusion, I offer this group of professional adult educators three bits of advice.

First, you need allies. Spend much of your time trying to convert the leaders of groups—all groups, from unions and chambers of commerce to amalgamated philetalists—to regard their jobs as an opportunity and an obligation to teach. Everything can be taught from anything. I am in sympathy with the tendency in universities and colleges to make broader the common foundation of liberal education beneath the next generation of

specialists and laymen, but that won't help the present adult generations much. If skillfully done, the essence of humane education can be imparted even in the teaching of technical specialties. I would like to see one tenth of the effort now devoted to medieval or eighteenth century methods of teaching invested in an exploration of how the humane qualities can be taught through subjects which have immediate practical application.

The responsibilities of decentralized educational groups is the greater because of the eclipse of the office of the president of the United States as the most powerful seat of education in the country. Through himself and the men whom he attracted to him, President Roosevelt dramatized the importance of general issues to an individual and of his role in meeting them. The problems were reduced to human proportions and the individual was exalted to herioc proportions. This is what all great democratic leaders do. This is what we must try to do. Previously local educators needed to prod or supplement or correct the president of the United States. Now we must try to substitute for the president of the United States.

Second, you should clarify as sharply as possible why you are doing what you are doing. Whom do you trust? What kind of a world do you want?

Behind adult education is a philosophy which is perennially radical, because it states that the average man is educable, that he has rights, that when educated he can be trusted to exercise those rights. But when you teach people to think, who can tell what they will think? No one, least of all those in power. That is what terrifies some people.

The philosophy behind adult education is the philosophy of the Declaration of Independence, which sets up infinite goals and exhorts man to seek them. When revolutions less limited in concept and faith have run their courses to become in turn the enemies of change, the democratic philosophy is as explosive as ever. As Caspar Rausch said before the firing squad, "When the things for which I die have lost their meaning, strive with your lives that they be overthrown!"

It was not possible to handle the information about the war without asking what kind of war we were fighting. If it was a war against change, the problem of information was one kind. If it was a war for freedom, the problem of information was different. Some said, we will simply give the facts. But out of a multitude of facts, which should be chosen? What emphasis should they receive? And what did they mean? To answer these questions was to become philosophical.

And in basic philosophy, I hold with Lincoln, this time concerning the entire world,

> "No men are more worthy to be trusted than those who toil up from poverty; none less inclined to take or touch aught which they have not honestly earned."

I quote this because it is all too easy for persons dealing in adult education to regard the poor and ignorant as guinea pigs and to conclude that their real allies are those with whom they can dine and drink and discuss the latest books.

Last, we must be vastly more skillful than we are in presentation. We must learn how to put things simply and dramatically. We must learn how to touch the liver and the heart as well as the mind.

The first essential is sincerity. I still get furious when I think of the way some of the war programs were sold to the American people. Most horrible example—the war bond campaigns. The war was sold as a Cecil DeMille production, which was bound to have a happy ending if only one bought bonds because Hedy Lamarr has pretty legs and went to great sacrifice to come out to Des Moines and incidentally you must see her next movie. This method was logically extended to the pasting of bonds on Queenie, the strip tease artist, whom you could peel and at the same time give guns to the boys in the front

lines. That was indeed the best of all possible worlds.

This sort of appeal involves a judgment of the character of the American people which I reject. I mention this because it illustrates that, although one must be attractive, one must be real. If you try to sell war or peace as though it were a tube of tooth paste, people will throw up the same sort of defense which they must necessarily develop toward tooth paste.

If people are given the truth and if they are asked to do what is right and what is their duty, they will respond. People have an incorruptible sense for both reality and duty once issues and appeals are made straight.

Being popular does not mean being false. It means the translation of symbols as mysterious as mathematics into terms which move the hearts and minds of us all, sophisticated or ingenuous.

Once this is done, once the connection is revealed, once the applicability is demonstrated, people can cope with complexities. We all live lives which would make Cicero a schizophrene in a week were he suddenly revived. Those of you who have worked with farmers in the AAA program, for example, know how competent ordinary people can be with intricate programs once they see their importance. There also is the example of how quickly and ably American housewives mastered the point rationing system. There apparently is no limit to the mass of intricacy which the average individual can surmount. Then he stands upon it as gracefully and apparently as incapable of further achievement as the cave man stood on his lower plain of social complexity.

Alfred North Whitehead says that previous to our century the time span of change was longer than the life of an individual but that now for the first time in history it is shorter than the life of an individual. Since he wrote this, the time span of change has shortened even more and perhaps is now less than a decade. But there might be an advantage in this. If the time span of change is longer than a human life, each generation can escape recognizing the need to change. If it is equal to the length of a human life, a generation can recognize the need but fear the result. But if the time span of change is merely a few years perhaps a generation can come to regard change as natural just as previous generations regarded stability as natural.

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One part of me cries out that our civilization must not perish. Compared to the systems which we fought, we are on the side of life. Among ourselves, and dealing with that which we can understand or want to understand, we hate violence, love justice and honor truth.

But today we are not being compared to the Nazis or Samurai. We are being compared with what we need to be. And in this comparison our society is revealed to be leprously sick. Much of it is trivial, or shoddy or false. Individually we do not stand ready to give ourselves for the corporate good, either because we do not think it is necessary or because we are counting on enough "suckers" to do so that we won't have to. With regard to other peoples, we ask, "Am I my brother's keeper?", forgetting that the answer is, "Yes!" and that this question was first asked by a man who had just slain his brother. We are hypocritical or unself-critical, because we hotly condemn in others that which we defend in ourselves. We are charitable or merciful or benevolent where we ought to be just. We are arrogant where we ought to be humble. We scorn our friends because they are individual and therefore different and courageous and therefore proud. We forgive our enemies because they are neat, clean and obsequious. We fear those who champion today the causes for which we stood in other centuries.

Today we are opposed by a much more formidable foe than the Nazis or the Japs—ourselves.

Much that is good within us may rally in time. But the time is short.

Short or not, we should be grateful

for it. Some of us personally feel that we are living on borrowed time. Remembering the past decade, we should all feel that our civilization is living on borrowed time.

Since it was borrowed from those who bought it with their lives, let us use it well.

But win or lose, it is good to be free and to have a fight worth fighting. Let's live each day as though it were the first and the last—and we may be at least half right. And let's have fun. Since the atomic bomb is so efficient, it doesn't need any help from ulcers of the stomach.

We may win. Sometimes I think that we shall win.

## LEGISLATIVE COUNCIL

The Executive Board of the Iowa Library Association voted at a recent meeting to become a member of the Legislative Council. This is an organization composed of state organizations and individuals in Iowa who are interested in good legislation in the fields of education, welfare, and State Institutions.

The officers are:

Chairman, Carroll Lane, of Carroll
Vice-chairman, Mrs. Lois Hollar, of Ames
Secretary, Dr. H. C. Merillat, of Des Moines
Treasurer, Rev. R. J. Ellers, of Alden

It is the intention of the Council to concentrate on corrective legislation for the State Institutions this first year.

This Council is regarded by well informed people of the state as one of the best mediums for informing the people and procuring action. Membership may be obtained by sending $10.00 to Dr. H. C. Merillat, The Retreat, 2801 Woodland, Des Moines, Iowa.

Jeanne C. Lewis, a member of the Legislative Committee of the Iowa Library Association, has been appointed representative of the Association.

## DISTRICT LIBRARY MEETINGS

Attendance records at District meetings were shattered this year with an attendance of 687 at the nine meetings held in September and October. There were 237 libraries represented at these meetings, several of them at more than one meeting. The attendance included 351 librarians, 255 trustees and 81 friends of libraries. The largest was at Ottumwa where 145 people were registered at the two day meetings.

The largest attendance before this had been at the 1941 district meetings where 651 were registered.

## IOWA'S LAKE REGION

**"White Men Follow After"**
**by Hattie P. Elston ($3)**

Hattie P. Elston of Arnolds Park has compiled a book about the early days of Iowa's playground, the Okoboji-Spirit Lake region, from news and feature stories which she wrote for newspapers. Included are some 200 photographs, some old and some new, showing the development of that part of the state.

"White Men Follow After" comes at a particularly appropriate time—Iowa's Centennial year—since it traces the history of this particular region from the time of the Indians until the time when the white men who followed after made it into one of the most beautiful playgrounds in the Middle West.

The story of the Spirit Lake massacre which occurred 89 years ago is as hair raising as any Indian battle in the movies. The early struggle of the pioneer men and women to make their land productive and their cabins habitable are as epic as any covered wagon saga.

Here is a portion of your own state, its history done with loving care, its development traced with accuracy—all augmented by pictures of interest. Perhaps next time you are swimming or fishing on one of these lovely lakes you will pause a moment to consider the men and women who made possible this happy hunting ground.

—Cedar Rapids Gazette.

## PERSONALS

**Dorothy Blank,** library supervisor with the U. S. army in Germany, spent a month's leave with her parents in Burlington.

**Elizabeth Briggs,** returning from

overseas library service in Austria, visited her parents, Dr. and Mrs. G. N. Briggs of Lamoni. She is now in Elmira, N. Y., where she is supervising rural and small town libraries.

**Dr. Charles H. Brown,** associate librarian of Iowa State College library, attended a meeting at Princeton University where librarians agreed on cooperative buying of all foreign publications. The plan calls for the depositing of two copies of all books published in foreign countries in designated libraries in this country. The two countries first chosen would be Sweden and Switzerland, to be extended to others according to plans to be worked out by the Association of Research Libraries.

**Mrs. Irene Rogers Oliver,** formerly librarian at Dunlap, was married November 16 to Jack Lee of Des Moines.

**Margaret B. Rule,** formerly of Mason City, is serving as army librarian in the European theater.

**Ethel Rush,** of Fort Dodge, is serving as chief post librarian at Fort Lewis, Washington.

**Margaret Wertzbaugher,** librarian of the Enlow Public Library, West Branch, was married October 27 to John W. West. They will live on a farm near West Branch. Mrs. Mildred Shrader is serving as librarian.

## NEWS FROM IOWA LIBRARIES

**Arlington**—Mrs. Burton North has resigned as librarian of the Triangle Club which sponsors the library. Mrs. Robert Williams and Mrs. Claude Flower have been appointed in her place.

**Burlington**—A new service is being offered by the library. Girl scouts are delivering books to shut-ins on two days a week. This service is extended to nursing homes and to individuals who are unable to come to the library.

**Cedar Rapids**—Book Week was observed with attractive displays of books at Main and in the six stations. A tea for elementary school principals was given in the Teachers Room at the library. Two of the branches held open house with book talks by the librarians and all the branches sent cards to patrons who have not used the library for some time.

The library was on the air November 7 with a script written by Alice Story, librarian, entitled "Iowa libraries throughout the century."

Mary Harrison, junior staff member, was married October 27th to Louis Newman. She will remain on the staff.

**Clarion** — Mrs. Belle Birdsall has resigned her position as librarian after holding it for 28 years. When the library opened in 1908 she was one of the trustees. In 1918 she was appointed librarian and has been responsible for the growth of the institution. Mrs. Frank Littlefield, assistant librarian, has been appointed to fill out Mrs. Birdsall's term which expires in April 1947.

**Creston**—Mrs. Frank Phillips contributed $100 to buy books in honor of her mother's birthday which comes near Book Week.

**Des Moines Public Library**—Mary Elizabeth Ledlie has been appointed to fill the position of director of work with children, succeeding Marian C. Young who has gone to a similar position in Detroit.

Mrs. Audrey Major, graduate of Emporia Library School, is senior assistant in reference. She is from the Wichita Public Library.

**Des Moines - Drake University**—Mrs. Irene Jackson has been appointed librarian of the law library. She is a Minnesota University graduate and for the past three years has been director of education and recreation for the Red Cross. Part of this work was setting up libraries in army hospitals.

**Dow City**—The Library Association has decided to allow the bank association to have their building and will accept the offer of the Town Council to locate the library in the Town Hall. The town will assume the expense of building shelves in the council room and will take care of the expense of moving.

**Dubuque County Library Association**—The annual meeting of the Dubuque Library Association was held November 9. Blanche A. Smith, li-

brarian of the State Traveling Library, was luncheon speaker. Catherine Seitz, county librarian, reported that 68,408 books had been borrowed during the year, 59,989 to children.

**Dysart**—Margaret Thiesen has resigned as librarian after many years of faithful service and is succeeded by Mrs. Mina Untiedt.

**Eddyville**—Mrs. Eustenia Oldham has been elected librarian of the Eddyville library.

**George**—As a tribute to the memory of Mrs. Irene Alexander who served as librarian for 15 years, an electric clock has been placed in the library. It was given by her daughters, Marcella Alexander, Mrs. T. B. Pearson of Council Bluffs, members of the George Women's Club and friends.

**Hopkinton**—Mrs. Gladys Carson has been appointed librarian.

**Iowa City—State Historical Society**—Jean Black has gone to the Vanport Extension Library in Portland, Oregon. Mary Elizabeth Sparks, cataloger of Northwestern University Library, succeeds her as librarian of the State Historical Society Library.

**Kalona**—Mrs. Ora Keiser, librarian of the Kalona library, has announced her resignation. She is planning to move to the country.

**Lake City**—The federated clubs of the city have given a dictionary stand as memorial to Blanche Hackett who served as librarian for many years. The Business and Professional Women's Club have given the World Book.

**Marshalltown**—Two gifts of $100 each have been made to the library by the Leise family of Marshall County. One is in memory of Mrs. Sophena Leise, the other in memory of Mrs. Bertha Leise Turney Roberts. The books will be for children's reading and were selected by Laura McRill, children's librarian.

Carl Glick, author of **Shake Hands With the Dragon**, was in Marshalltown during Book Week. Among other groups, he talked to the Marshall County Rural Women at the Y and was introduced by Helen Rex, librarian. Mr. Glick's grandfather came to Marshalltown in 1856, three years after the city was founded. At present Mr. Glick lives in New York but hopes to return to Marshalltown which he considers home.

**Monticello**—The library has received $100 provided in the will of Jessie M. Fawcett of Mechanicsville, to be used for the purchase of books in memory of her father and mother, Dr. and Mrs. Henry Fawcett.

**Monona**—The cooperation of all organized groups in the town made a great success of the Library Benefit luncheon October 5th. Over 250 people enjoyed the refreshments provided for them and the library realized $236.90.

**Moravia**—Mrs. Harry McCrory has begun her duties as librarian. She is the first paid librarian, the work having been carried by volunteers to date.

**Newell**—Arthur Nelson, a member of the library board, presented tables and chairs suitable for boys and girls, to the library as a Book Week observance.

**Sheldon**—Florence W. Butler of Sioux City conducted a clinic for children's literature December 9. Miss Butler is field specialist in children's literature of the Iowa State Education Association.

**Shenandoah**—The building fund of the public library has received a check for $6850.32 from the A. J. Crose estate. This will be the nucleus for an addition to the library.

**Sibley**—Members of the library board and Zenobia Walton, librarian, were hostesses at a Book Week tea at the library. Many patrons attended and enjoyed the new books on display.

**Sioux Center**—The members of the library board held open house in the new quarters of the library November 23.

**Spencer**—Evelyn Simpson, librarian for the past two years, has resigned effective February 1, to take a position in Chico, California. She has made a definite place for herself in the community and will be greatly missed.

Lora Arms, who has been assistant

for the past 12 years, is leaving to make her home in California. Jean Gillette has been appointed in her place. She had her library training and experience in Rosary College, River Forest, Illinois.

**Stanton**—The library celebrated its fifth birthday with open house which was well attended. Mrs. H. C. Houghton of Red Oak was one of the guests, and a very welcome one since she was the one who donated the first fifty books to the library in its beginning.

**Sutherland**—Fourteen books have been donated to the library in memory of the boys from the community who did not come back from World War II. The gift was from American Legion Auxiliary.

**Waverly**—The record collection has been increased by 22 albums due to the increased interest in records. They may be borrowed for home use and may be kept seven days. The music room is available for groups who reserve it during library hours.

A six weeks' course in music appreciation is being conducted by Professor Edwin Liemohn of the Wartburg College music department. The meetings will be held in the music room on Saturday evenings through March.

**Whittemore** — In his Saturday morning broadcast during Book Week, Bill Diamond told about the rapid growth of the Whittemore library. Organized in 1941, the library had a circulation of 5,000 the first year. This year over 11,000 books were circulated to the town of 781 and residents of the surrounding country. Mrs. H. E. Woodward organized the library and donates her labor in its behalf.

**Woodbine**—Mrs. F. W. Elston has been appointed librarian, succeeding Mrs. Anna Beebe who resigned after 17 years' service.

**Wyoming**—The library, which is sponsored by federated clubs of the town, has received a bequest of $3,000 from the late Mrs. Lucy R. Roach.

## NECROLOGY

**Elena Budde,** librarian of the Mount Pleasant Public Library for the past 20 years, died at her home November 24 after an illness of a year. She had been granted a leave of absence and had hoped that she might return to her work. She is sadly missed by the community she served so long and so faithfully.

**Jessie McBride Crozier** died at Oakdale Sanatorium December 10. After making a partial recovery from a long illness, Mrs. Crozier had built up the professional and patients' libraries at the institution to a high degree of efficiency. As a member of the Board on Action she had visited and prepared a full report on all the institutional libraries of the state. This will be of great value in improvement of the library situation in those institutions.

**George E. Ellison,** for 30 years a member of the Nashua library board, died in his sleep July 21. He had been connected with the Nashua Reporter since 1899 and was editor emeritus at the time of his death.

**Mrs. Miriam Hollowell,** of the Cattermole Library Board, Fort Madison, passed away July 13 in a Burlington hospital after an illness of 13 months.

**W. E. Irwin** of the Shenandoah library board, died Christmas morning in Des Moines where he had gone to spend the holidays with his son. Mr. Irwin had been on the board for 30 years, much of the time serving as president. He was influential in setting up the Page County plan of serving the entire county.

**Mrs. Mary Brigham Johnson,** affectionately remembered by a wide circle of library friends, died in Letterman hospital, San Francisco, on Christmas Day. She was the daughter of Mr. Johnson Brigham, for many years State librarian. Death was due to complications following an attack of pneumonia in October.

**Mrs. Virginia Lund,** one of the original member of the Kingsley Library Board, passed away September 8 after an illness of three months. She was a helpful member and was serving as secretary at the time of her death.